1:Stanford U. S-4, 5 1956 AF12 North China AF12

873 sities.[41]

875 Among the more acute difficulties experienced during the conversion and reorganization of universities were:[42] (1) the "thought reform" of college professors, who were subject to public criticism by their students, and (2) the transfer of certain departments from one university to another, which disrupted the administration of both institutions. That the process of indoctrinating college professors did not stop even after 1953 was seen from a statement by Liu Lan-t'ao, Chairman of the North China Administrative Committee, on February 9, 1953. Liu called for continued efforts to raise the level of "political understanding" among the teachers.[43]

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41. Ta-hsüeh Ti Kai-tsao [Revamping the Universities], Shanghai, Shang-hai ch'u-pan kung-ssu, 1950.

42. Accounts of thought reform for college professors are presented (possibly with some exaggeration) in such works as Ts'ui Shu-ch'in, Ta-lu Hsüeh-jen Ti Pei-chü [Tragedy of Scholars on the Mainland], Taipei, Chung-yang wen-wu kung-ying she, 1953; and Kung-fei Ti Nu-i Wen-hua Yü Chiao-yü [The Slave Culture and Education of the Chinese Communists], Taipei, 6th Section, Central Reform Committee, Nationalist Party, 1952.

1:Stanford U. S-4, 5 1956 AF12 North China AF12

875 One interesting feature of college operation introduced by the Communists is the "office of teaching planning" and "committees on teaching planning." The purpose of these organizations is to help develop more effective instruction in college. In 1954, Peking University, one of the oldest and most renowned institutions of higher learning in China, had 56 such offices and eight committees.[44] Other institutions in North China also organized similar groups, usually with Russian experts participating.

873 In 1954-55, forty institutions of higher education were in operation in North China, with the majority located in Peking, Tientsin, or Taiyuan. Of these schools, 22 were technical, 7 were for teacher training, and 11 were offering general courses (See Table II). Many of these schools simultaneously conducted two- and three-year special courses. The establishment of short-term special courses is in accordance with the over-all government policy of preparing sufficient technical personnel to meet the needs of the national reconstruction program. There is no report on enrollment of these schools, but one Communist source revealed that in Hopei Province (excluding Peking and Tientsin municipalities), 3,508 college students were registered in 1954.[45]

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44. Jen-min Hua-pao [People's Pictorial], June 1954; Survey of China Mainland Press, No. 924, Nov. 6-9, 1954, pp. 23-24.

45. Survey of China Mainland Press, No. 934, Nov. 24, 1954.

1:Stanford U. S-4, 5 1956 AF12 North China AF12

D. The Teachers' Training Program

875 As shown in Chart 2, colleges and secondary schools for teacher training have equal standing with general schools on the same levels. The urgent need for trained teachers for schools on different levels was first announced in October 1950 by Ma Hsü-lun, then Minister of Education. Ma told the first All-China Conference on Primary Education and Teacher Training that, before 1957, according to the planned expansion of schools, China would need 1,000,000 new teachers. Of these, 200,000 would be for "spare-time" schools for peasants and workers, 130,000 for regular middle schools, 10,000 for colleges, and the remainder for kindergartens.[51] Measures adopted to expedite the training of teachers included the condensation of courses and the setting up of special short-term courses for training primary schools teachers selected for promotion to teach junior middle schools. Many primary school teachers who had left the profession were induced to return. To improve their qualifications, these teachers were encouraged to use their spare time to take refresher courses in evening and Sunday classes specially organized for them. In 1953, there were 1,280 such refresher courses throughout China. For teachers in outlying districts, correspondence courses were distributed and reference materials were brought

51. The Slave Culture and Education of Chinese Communists, p. 23.

875 to them by mobile libraries. The Communists claim that 407 counties in China were serviced by mobile libraries in 1953. In the same year, the teachers in 220 counties formed correspondence clubs among themselves and exchanged their teaching experiences, thus helping to improve teaching techniques.[52]

Another measure adopted was the employment of some high school graduates, after a period of apprenticeship, to serve as teachers in the schools. These stopgap measures, however, were not enough to meet the shortage of teachers pointed out by Ma Hsü-lun in 1950. In 1954, Tung Ch'un-ts'ai, Vice-Minister of Education, again mentioned the possible shortage of 100,000 secondary school teachers in the next five years.[53] Nine months later, a report from the Ministry of Education stated that, according to plan, the expansion of secondary schools in 1954 would need about 28,000 additional teachers. Yet all the teachers' colleges in China would graduate only 9,600 students in 1954. The report predicted an acute shortage because of the 9,600 graduates, about 2,000 would be absorbed in the program of expansion for the teacher's colleges themselves, leaving only 7,600 new teachers available for other assignments.

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52. People's Education, January 1953, p. 23.
53. Ibid., January 1954, pp. 17-18.

875 Political training for future teachers is stressed in all the teachers' colleges. The curricula designed by the Ministry of Education specify that 33.8 per cent of the total credit hours for a teacher in training must be devoted to the "history of Communist revolution," Marxian and Leninist theories, psychology, the theory of education, the study of teaching methods, and physical education.[54]

In Peking where many of China's leading universities are concentrated, college teachers and professors seem to have a better opportunity for participation in active research. For example, the faculty of Peking University in the winter of 1954 organized some 300 research projects.[55] Such studies were expected to contribute to the qualifications of the teachers.

E. Schools for Peasants, Workers, Cadres and the Illiterate

874 To give political and technical training to peasants, workers, and other "cadres" is one of the basic principles of the Communists' theory of education. A broad program for this purpose was outlined at the All-China Conference on Education for Peasants and Workers by Ch'ien Chün-jui, Vice-Minister of Education, on

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54. Ibid., September 1954, pp. 9-10.

55. Survey of China Mainland Press, No. 942, December 17, 1954, p. 20.

2: Gamble S-5 (1926-1933)1954 AF 12 North China AF 12

permitted to send their pupils to the school of a neighboring village, often paying an increased tuition rate for them. 871

The 1st District had the highest proportion of villages without schools, 44 per cent. At first this seemed surprising but it evidently was the result of the large proportion of small villages, 37 per cent with less than 50 families and 66 per cent with less than 100 families. In the 4th District only 10 per cent of the villages had no primary school, but in that district only 21 per cent of the villages had less than 100 families and only 8 per cent had less than 50 families.

In spite of its large proportion of villages with no schools, the 1st District had the smallest number of families per boys' primary school, 159. The 4th District had the highest number, 239 families. For the hsien the average was 201 families.

Ninety-one villages had two schools each, one for boys and one for girls, but only seven villages had two schools for boys. The latter were probably the larger market towns.

Less than a quarter of the villages, 23 per cent, had lower primary schools for girls. Only two villages had higher primary departments for girls. According to our figures there were 109 schools for girls, one for every 650 families. In the 5th District there was one girls' lower primary for every 1,573 families. The 6th District had the best record, one for every 464 families.

There were coeducational schools in 14 villages and the city but even in those schools the boys and girls usually were taught in separate classes.

In the city there were 20 schools: 15 primary schools, three of which had higher primary departments, and five higher schools. For girls there were only two primary schools (one with a higher primary department), a middle school, and a normal school. There also were two coeducational lower primary schools.

Almost all of the lower primary schools had only one teacher. At the most 18 out of 417 lower primary schools had two instructors. The combined lower and higher primary and the higher primary schools usually had four teachers. The total number of teachers for all grades was 575. Only 88 were women. In more than a quarter of the girls' lower primary schools the teachers were men. In some if not all of the higher grade schools for girls there were some men teachers.

The teachers in general were a relatively young group for 57 per cent 875

2: Gamble S-5 (1926-1933) 1954 AF 12 North China AF 12

875 of the men and all but four of the women were under 30 years of age. Thirteen per cent of the men were over 49 years old.

871 The schools reported a total of 18,666 students, 15,377 boys and 3,289 (17.7 per cent) girls. The total number was equal to some 22 per cent of the children between 5 and 14 years of age. For the males the proportion in school was about 35 per cent. For the females it was about 8 per cent. The proportion with some school experience was, of course, higher as a considerable number of the 5–14 year age group had attended school and graduated or left, inasmuch as until 1928 the lower primary was only a three year course. After 1928 it was a four year course. The students attending the higher primary, middle, normal, and vocational schools were only 3.5 per cent of the 10–19 year age group.

Table 50 gives, for the 5,255 families, the numbers of those who were in school and of those who had graduated or left school before we made our study; also the proportions of different age groups who were or had been in school.

The figures for the 515 families (Table 51) in the Experimental District show the number of students in the different types of schools, the number who had left school, and the number of years they had spent in study. The record seems to be much better than for the 5,255 families only because the figures for the 515 families include those who had studied in an old style school or in a People's School using the 1,000 character system. Without those two groups the figures were very similar. Of the 5,255 families, 16.4 per cent, and of the 515 families, 17.8 per cent of those who were five years of age or over were studying or had studied in a modern type school.

The average number of students per school was 37 for primary schools, about 100 for the higher primary schools, and 145 for the middle schools. For all the schools the average was 42 students per school and 32 students per teacher.

The number graduated in 1928 was reported as 2,228 or about one in eight of the student body. This was an unusually low number. The decrease undoubtedly was largely due to the disturbances and unrest connected with the arrival of the Nationalist forces from the south, the taking of Peking, and the unification of the country under the Nationalist government. In earlier years the schools generally reported at least 50 per cent more graduates.

2: Gamble S-5 (1926-1933)1954 AF 12 North China AF 12

must have made for many problems, especially in the one teacher schools.

The age range for the girls in the lower primary schools was from 6 to 16 years of age. Their median age was 10, one year less than the median age of the boys.

The higher primary students were a much more uniform group. The age range for the boys was only six years, from 11 to 16, and for the girls four years, from 12 to 15, except for two individuals, 10 and 19 years of age. The median age was 13 for both the boys and the girls.

As would be expected in a farming area, 93.3 per cent of the children came from families whose principal occupation was farming. The families of 78 of the 2,016 children were engaged in commercial work, 30 in industry, and 27 in education.

The teaching staff of the 63 schools numbered 78. Ten were women. The average number of students per teacher was 26. Fifty-two schools, 83 per cent, had only one teacher. The three boys' schools with both lower and higher primary departments were the only ones that had more than two teachers. Five was the largest number of teachers in any school.

In age the teachers ranged from under 20 to over 70, but in general they were a young group; 75 per cent were under 30 and 85 per cent were under 40 years of age. All of the 14 men who were over 40 years of age must have had their early training in the Chinese classics.

All the women teachers and all but five of the men were natives of Ting Hsien. One-third of the men and two-thirds of the women were natives of the village in which they were teaching. All but two of the men teachers were married but only one-half of the women.

As indicated by their age, the group as a whole had not had long teaching experience. Only 14 of the 78 had taught more than 10 years. One man claimed to have taught between 35 and 39 years, while one, possibly the one who was over 70 years of age, said he had taught between 40 and 45 years. The older teachers were evidently men who earlier had taught the Chinese classics and then had found a place in the modern system.

The teachers appeared to shift about a great deal. Only seven said they had had as much as five years' service in the schools in which they were teaching at the time of our study. Only two reported between 10 and 14 years' of service in the same school. In one village near Ting

2: Gamble S-5 (1926-1933) 1954 AF 12 North China AF 12

875 Hsien the teacher was changed 11 times in 22 years.[3] Low salaries were undoubtedly responsible for much of the changing, especially during the time when salaries were still paid in rapidly depreciating copper coins. The shift from copper to silver was made about 1924.

The average annual salary of the lower primary teachers was $90 per year. It was $150 for the higher primary teachers. For the lower primary schools the minimum salaries were between $50 and $59 dollars. The maximum were in the $120–$139 group. For the higher primary teachers the lowest was in the $100–$119 group; the highest in the $160–$179 group. Almost half were in the highest group.

The number of women teachers, 10, was so small that it is difficult to draw any definite conclusions about their salaries, but the distribution figures seem to show that the salaries of the women teachers tended to be lower than those of the men.

Sixty-one per cent of the teachers had had normal school training; another 30 per cent were middle school graduates. Two had not gone beyond higher primary school. Two of the older men had won the hsiu t'sai degree, the first of the classical examination system. It would be difficult to judge the educational experience of students of a school for prison attendants, the society for the study of self-government, or a medical training school. They were each represented by one teacher in the 62 villages.

876 The usual teaching schedule called for the teacher to give from 8 to 10 different courses and to teach from 30 to 34 hours per week. Forty-seven per cent reported that number of courses while 5[illegible] per cent reported that many hours. Nine teachers said they taught less than five courses; another nine reported that they were giving from 11 to 13 courses. Nine were teaching less than 20 hours per week. Only one reported more than 34 hours per week.

871 Twelve of the 63 schools reported that they employed servants. Three-quarters of the 12 had only one servant but one school had five. Eight of the 19 servants were part-time workers. Wages ranged from $4.00 to $10.00 per year for the part-time workers and from $24 to $70 a year for those on full time.

875 565 A study of the families of the teachers, the amount of land the families owned, and the value of the family property showed that, as might be

3. Sidney D. Gamble, "Hsin Chuang", *Harvard Journal of Asiatic Studies*, vol. 8, no. 1 (1944).

2: Gamble S-5 (1926-1933)1954 AF 12 North China AF 12

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ected, the teachers, in general, came from the larger and wealthier families. The median family had 10 members and some 50 mu of land worth about $5,000. Only one family had no land, while 82 per cent of the families had at least 20 mu. Fourteen per cent had 100 mu or more. For 18 per cent of the families the value of the family land was less than $2,000. For 10 per cent it was $10,000 or more.

Fifty-nine of the 71 married teachers reported that they had a total of 61 boys and 51 girls. Seven reported no children. Seventy-six per cent of those reporting had not more than two children. However, as 74 per cent of the teachers were under 30 years of age and 85 per cent under 40 years of age, their families probably were still incomplete.

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All but two of the 63 village schools were housed in buildings owned by the village. In four villages the school buildings were also used for the office for village affairs.

The school buildings had an average of some seven chien for class rooms, offices, storage; 11 had less than five chien. Only five schools had more than 15 chien. They undoubtedly were the four schools with higher primary departments and probably one of the two schools for both boys and girls. Fifty-four per cent of the school buildings had from five to nine chien. This probably was adequate space as 52 of the schools had only one teacher.

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The schools generally operated on a six day week. All of the schools closed for the New Year holidays, most of them for a full month. Some had even more than a month so that the pupils would be free to help with the preparation for the New Year and also have the full first month. Some had only about three weeks and began soon after the Feast of Lanterns on the 15th of the First Month.

All but one of the schools had vacation at the time of the spring wheat harvest. The date depended upon the season. For most of the schools that vacation period was about half a month. A few had as much as a month while a few others had less than ten days.

The schools that had a spring vacation also had vacation at the time of the fall harvest. Its dates also depended upon the season. Most of the schools were closed for a month or a month and a half. One school, however, reported its vacation as less than 20 days. Another had two months.

One village, Chai Ch'eng, closed its schools for a summer vacation. It probably was the one school that did not have the harvest time vaca-

2- Gamble S-5 (1926-1933)1954 AF 12 North China AF 12

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TABLE 53. SCHOOLS AND STUDENTS, 1928

	Schools			Students			Students per School
	Male	Female	Total	Male	Female	Total	
Kindergarten[1]	–	–	1	11	29	40	40
Lower primary	317	100	417	12,468	2,840	15,308	37
Higher and lower primary	19	2	21	2,437	105	2,542	121
Higher primary	2	1	3	244	52	296	99
Middle	1	1	2	120	170	290	145
Normal	1	1	2	77	93	170	85
Vocational	1	–	1	20	–	20	20
Total or average	342	105	447	15,377	3,289	18,666	42

[1] Coeducational.

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TABLE 54. TEACHING AND NON-TEACHING STAFF, 1928

	Teachers			Students per Teacher	Staff		
	Male	Female	Total		Male	Female	Total
Kindergarten	–	2	2	20	–	–	–
Lower primary	363	72	435	35	689	13	702
Higher and lower primary	77	6	83	31	51	–	51
Higher primary	10	2	12	25	7	–	7
Middle	20	4	24	12	4	2	6
Normal	13	2	15	11	6	–	6
Vocational	4	–	4	5	2	–	2
	487	88	575	32	759	15	774

TABLE 55. STUDENTS GRADUATED, 1928

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	Male	Female	Total	Per Cent
Kindergarten	10	22	32	80.0
Lower primary	1,421	128	1,549	10.1
Higher and lower primary	412	50	462	18.2
Higher primary	31	20	51	17.2
Middle	55	–	55	19.0
Normal	40	19	59	32.4
Vocational	20	–	20	100.0
	1,989	239	2,228	
Per cent of students	12.9	7.3	12.0	

3:Chao E-5 (1939-1941) 1948 AF12 North China AF12

If the father wishes to have his son become a merchant or a handicraft master, he sends him to school, old or new, for two to four years to memorize the written characters and learn simple arithmetic, and to work the abacus. At the end of the school years, the father inquires from his relatives and friends who are in business or are owners of workshops whether they are willing to take his son into apprenticeship. Life there is hard. If the boy is intelligent and good-natured, he may become a successful business man or skillful handicraft worker. In P'ing-chiao-tsun, quite a few persons have had this experience. The differentiation of labor among males began long before that among the females. Indeed, one may say that female differentiation of labor has not yet begun in this village.

There is a school with both lower and higher grades in P'ing-chiao-tsun. It occupies a section of the temple building. This in itself is interesting and may be taken as an indication of the changing attitude of the villagers toward temple worship. School education is secular and the temple is supposed to be sacred. It should be added, however, that the secularization of religious worship is an entirely different matter.[21]

There are at present three teachers in the school; one of them is the principal who is an old resident of P'ing-chiao-tsun and is quite permanent. The second one is a hired teacher who came from another district because of his teaching in this school. He has his sleeping place in a temple room and boards with the principal's family. The third one is the principal's brother's daughter.

In the last two years, the number of students, for which we have kept records, has varied from thirty to ninety. Many students are from villages other than P'ing-chiao-tsun. Thus, though its physical structure is in this village the school has its service extended to a wide area.

The maintenance of the school is not a local matter but the P'ing-chiao-tsun folks have a deeper interest in it than folks in other villages. The bureau of education in the city subsidizes it financially, while pupils from other villages as well as this village keep it func-

21 As an additional indication of the secularization of the function of the temple, it may be pointed out that a retail-store occupies the front-building of the temple. At first it was objected to by the villagers, but later on it was accepted. The school principal has the larger share of the capitalization of the business.

3:Chao E-5 (1939-1941)1948 AF12 North China AF12

871 tioning. Relations among students and between the principal and pupils are intimate. Many of them are relatives of the principal.

872 School subjects and texts are practically the same as in a city school of poor standing. Attendance is not strict. Teaching is not efficient. Collective recitation in a loud voice is still the most popular method in teaching language and civics.

When parents send their children to school, they have in mind that teachers will give their juniors a good training in knowledge and character. They may want a change in their children's occupation, but they certainly do not want any change in village mores and institutions.

872 178 Whether the old folks want it or not, this school has slowly but surely introduced the younger generations into the culture of a larger world. The texts they read have nothing about their own village customs. They have to read even the life stories of non-Chinese personalities. While informal education tends to conserve and thus forward cultural continuity, school education may lead the younger generations to give up their parents' ways of activity.

875 One more fact may be added. The school teacher who is a bit over thirty years of age is a very capable leader in the village. He is active both in and out of the village. Whenever officials, Chinese or not, happen to cause the villagers trouble, he is the person to help out and to negotiate with them. At home he tends to conserve the old ways, outside home he leads the villagers to new ways of activity. He is a marginal man, but his personality is well integrated.[22]

Social Communication

571 The degree of intimacy in the social relations of the villagers varies with the individual. Some are more communicative while others are less. Inside the village, there are circles of social contact and communication. Some of the contacts are voluntary while others are not. The leaders are naturally the foci of social orientation and public attention, but they may have separate as well as common followers. Some of the followers are nearer to the social focus

22 On the concept of marginal man, see R. E. Park, "Human Migration and the Marginal Man," in E. W. Burgess (ed.), Personality and the Social Group, Chicago, 1929, pp. 64-77; also Everett Stonequist, The Marginal Man, New York, 1937.

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125 to be quite well-kept, supplying sufficient data for our study, while the remaining thirteen had to be rejected either because they were lacking in certain important items or because the heads of the families were, strictly speaking, not of the teaching profession. On the whole, the results of the study must be considered encouraging, as the teachers who took part in the study had without exception gladly contributed their services and generously supplied information sought by us.

● 875 According to the report published by the Bureau of Education of Peking in August, 1926, the total number of elementary school teachers in this city, including both men and women, was 649. This figure, it must be noted, excluded tutors in private families as well as those teaching in schools not registered at the Bureau. At the time of our inquiry, there must have been about 800 elementary school teachers living in Peking.

875 511 565 However, our study of the standard of living of elementary school teachers can hardly claim to represent their class as a whole. The families to which the teachers belonged were not all of a homogeneous group. If the teacher came from a family in which members receiving high incomes were numerous and he himself happened to be only a subordinate member earning pocket money, the standard of living of his family must be considerably higher than that of the families in which teaching was their main, and sometimes their sole, profession. Of the 800 elementary school teachers, there must have been many who belonged to families of the former type and were in fact living as partial dependents.

If the samples of our elementary school teachers' budgets cover only a portion of their class, they may, nevertheless, claim to represent a great number of other "small families" whose incomes are on about the same level as those of the teacher, such as clerks in government offices, police officers and assistants in big stores and banks, who receive on the average about $40.00 a month as the elementary school teacher. From the economic point of view, they are in the same class. It should be observed that some of the artisan class that are highly paid such

5: Tao E-5 (1926-1927) 1928 AF12 North China AF12

as mechanics, electricians and chauffeurs may also be considered as of this class, but as they are not of the "white collared" profession, it is possible that their living standard differs in many aspects from that of the teacher. On the whole, the standard of living of our elementary school teachers may be said to typify the better portion of the lower middle class and a large part of the comfortable class in Peking.

III.

The accounts of the families were all entered in books specially designed and printed for the inquiry. Each book is 19.4 × 27 cm. in size and contains altogether fifty-eight pages, sufficient for the use of one month. It is divided into five parts:

1. Directions for keeping the accounts.

2. The general schedule. Items of the schedule on the vertical line are members of the family, that is, the head of the family, his wife, sons and daughters, father and mother, brothers and sisters, and others; while items on the horizontal line are: age, present occupation, income per month (in dollars), months with work in the year, working hours per day, holidays per month, at the new year and on the festival days, kind of trade skilled in, money (in dollars) actually given to the family, number of days taking meals at home, number of days taking meals outside, living home, (if not, state where), conditions of health, (strong, weak, cause of weakness, defective, kind of illness and its duration,) educational standing, and religious faith. On the same page, a separate schedule gives the following items: (1) race of the family, birth-place of the head of the family, his wife, father and mother; (2) monthly rent of the house, or the house owned by the family; number of rooms, width and breadth of each room, rooms whether tile-roofed, lime-plastered or mud-covered, the floor whether brick-paved or mud-paved, the roof whether rain-proof or not; (3) extra income of the family, its source and amount per year in dollars; (4) property owned, its form and value; estimated value of all articles owned by the

5: Tao E-5 (1926-1927) 1928 AF12 North China AF12

CHAPTER IX

THE ELEMENTARY SCHOOL TEACHER

Before proceeding to deal with the living conditions of the elementary school teachers in Peking as represented by the twelve budget accounts for November 1926, it would be pertinent first of all to describe some of the social aspects of their families.

CHARACTERISTICS OF THE FAMILIES

1. Size and Membership. As shown in Table 25, of the twelve families under investigation, one fourth had four members each while more than one half had each less than five. The size of the family of those that make the teaching of children their main profession is necessarily small, being generally circumscribed by its income. In case the teacher comes from a big family, either he is not the chief bread-earner or his earnings are supplemented by those of others.

Table 25.—Size and Membership of Twelve Teaching Families

Number of persons in family	Number of families	Member relationship	Number
2	1	Husbands (the teacher)	12
3	2	Wives	10
4	4	Sons	7
5	1	Daughters	6
6	1	Fathers	5
7	2	Mothers	7
12	1	Brothers	3
		Sisters	3
		Brothers' wives	2
Total	12	Nephews	5
		Niece	1
		Total	61

5: Tao E-5 (1926-1927) 1928 AF12 North China AF12

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As was the case with the working families, the majority of the members in the teachers' families was constituted by the husbands and wives and their offspring. But in contrast with them, a greater proportion of parents was found living with the teachers' families. It happened in our working families that the head of the family was at the same time the chief worker or the chief bread-earner. But in the families of the elementary school teachers, the teacher was not always, nor necessarily, the family head. As our subject of investigation is the teacher, it seems that we have to depart somewhat from the procedure adopted in analysing membership of the working families and to take the teacher as the head of the family. It may be observed that with the middle class families, to which that of the teacher surely belongs according to the social, if not the economic scale, parents always live with their son even after the latter's marriage, and unless the burden be found too heavy for the teacher to bear, the traditional organization of the family is as a rule still maintained. This is clearly indicated by the fact that in the teachers' families, husbands, wives and their offspring constitute only 57 per cent of the whole population whereas those in the working families constitute almost 91 per cent.

Table 26.—Age Distribution of the Members of the Twelve Families

Age group	Husbands	Wives	Sons	Daughters	Others	Total
Under 5 ..	—	—	4	1	2	7
5- 9...	—	—	2	3	3	8
10-14 ..	—	—	1	2	—	3
15-19 ..	—	—	—	—	—	—
20-29 ..	5	4	—	—	3	12
30-39 ..	5	6	—	—	5	16
40-49 ..	2	—	—	—	2	4
50-59 ..	—	—	—	—	5	5
60-69...	—	—	—	—	4	4
70-79...	—	—	—	—	2	2
Total...	12	10	7	6	26	61

5: Tao E-5 (1926-1927) 1928 AF12 North China AF12

2. Sex and age. There were altogether 32 male and 29 female members in the twelve families. Their age distribution is presented in Table 26.

All the husbands and wives, as Table 26 shows, were above 20 and under 50 years of age. All their children were under 15 years. Of all the persons, 37 were in the manhood period, 18 were minors and 6 were of old age.

3. Working Conditions of the Teacher. The teacher of the Peking elementary school is as a rule employed for one year. A flat rate of forty dollars per mensem is paid to him but a slightly higher rate is applied to those who take up some part of the administrative work of the school. Reductions are made on the salaries of those who teach less than the stipulated hours, that is, twenty-four hours a week. Besides Sundays and other holidays, he is free from work for about seventy days during the summer and the new year.

It should be observed that the pay of the elementary school teacher in Peking has during recent years fallen greatly in arrears. On account of the financial difficulties of the government, certain expenditures have not only been reduced but at times cut off altogether. Many a time has it happened that appropriations for elementary schools were withheld for as long a period as half a year. Under such circumstances, the plight of the teacher is far from enviable; either he has to spend his savings, if he has any, or else he would have to invoke aid from other sources. Even when the salary of the teacher is forthcoming, it is seldom received regularly month by month. All this complicates greatly our study of the income of the teachers.

In the present study, the salaries as were actually received by the teachers in the month of November, 1926, and duly recorded in their respective accounts were disregarded, as it happened that the sums they received in that month exceeded what they usually get under normal conditions. It is clear that only two ways of computing might be adopted by us. One is to take the nominal salary, that is that which the teacher ought to

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875 465 consider 50 per cent of his salary as his actual income, for during the year 1926-27 the teachers received on the whole only about one half of his pay. The former is adopted in Table 27.

Three of the teachers were holding concurrent posts as tutors in private families, thus receiving extra pay for their work. It is known that on account of the irregularity of payment of salaries, many teachers have been compelled to take up extra work in order to secure some additional income for a living.

875 462 562 4. Employment of the Family Members. In five of the families there were, besides the teachers, other members engaged in some gainful employment.

It is interesting to note that, in contrast with the married woman of the working families, that of the middle class families in China has but rarely pursued any profession. Of course, she is occupied with general housekeeping, which is by no means an easy job itself, and also sewing, as the clothes of all the members are generally cut and tailored at home; and the performance of these domestic duties no doubt constitutes a part of the income of the family, the exact value of which in terms of money is often impossible to state. But what is remarkable is that she is but seldom engaged in any gainful employment outside her home, even though there may be a necessity for her to do so. This, it may be suggested, is mainly due to the following reasons. Firstly, a sense of importance or social superiority is often assumed by the married woman of the middle class, because belonging to a higher social class means that she has become a *tai-tai* (lady) and not an ordinary woman, and consequently it would be below her dignity to do such handicraft work as the women of the working families often occupy themselves with. It may perhaps be considered as one of the features which characterizes all civilized societies that the higher the social status of a family, the more leisurely life the woman of that family leads or ought to lead. If women as producers are mainly found in the so-called lower classes, women as consumers who wantonly dissipate wealth created in sweat and blood usually constitute what

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is called "society." Secondly, there are in China as yet still few careers that are open to women. The few professions that women may pursue such as nursing, teaching, medicine, and literary work, are developed but very recently and have not yet provided sufficient attraction to them, even after their marriage. Furthermore, it must be admitted that the training offered by the small number of schools and colleges in this country is often found inadequate for the woman to lead a professional life.

While these considerations are, on the whole, true, one must, however, not conclude that all women of the comfortable families in China are of the leisure class. In particular, the wife of the teacher often has a very hard time at home. None of the families investigated kept any servant and housekeeping in China sadly needs many of the facilities that are found in the West. Considering the volume of work a housewife has to attend to, from cooking and cleaning to laundering and tailoring, her time must be fully occupied all day long. Add to this her manifold duties as a mother, we shall then be able to realize the busy life of the teacher's wife.

Parenthetically one may perhaps be allowed to make this generalization regarding the future of the middle-class woman. With the economic pressure steadily setting in, she will have to emerge from her home and earn a living outside, while the development of educational facilities and the utilization of modern time-saving contrivances in housekeeping will certainly enable her to become an efficient worker in various fields of activities.

FAMILY INCOMES

The incomes of the twelve families[1] may be summarized as in Table 27. The average family income of the elementary school teacher amounted to $56.39 per month.

It should be admitted that Table 27 does not represent the actual conditions of the teachers' incomes, for, as has been noted, many of the items were merely nominal. In order to get a better

[1] i.e., the sample teachers' family recorded --Analyst]

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875 idea of their living conditions, we shall now turn to a study of
434 their expenditures.
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Table 27.—Income of 12 Teachers' Families in One Month

Family	Teacher's salary (nominal)	Other salaries	Presents	Total income in one Month
No. 1	$40	—	—	$40.00
" 2	40	—	$0.20	40.20
" 3	40	—	3.15	43.15
" 4	40	—	5.00	45.00
" 5	38	$10 [1]	—	48.00
" 6	40	10 [2]	—	50.00
" 7	47	—	9.29	56.29
" 8	40	15 [3]	1.83	56.83
" 9	50	20 [3]	—	70.00
" 10	40	30 [4]	2.57	72.57
" 11	40	30 [5]	3.61	73.61
" 12	40	40 [6]	1.00	81.00
Total	495	155	26.65	676.65
Average per family	41.25	12.93	2.22	56.39

[1] The pay of the father who was a clerk at the Police Department. It is a nominal sum, the pay being irregular.
[2] The pay of a brother for private tutoring.
[3] Salaries received by the teacher for private tutoring.
[4] This sum represents the pay of ten dollars the teacher received for private tutoring and the nominal pay of his brother as a clerk at a school.
[5] Income of the brother, a medical practitioner.
[6] Nominal salary of the sister, also an elementary school teacher.

EXPENDITURE

875 The family expenditure of the elementary school teachers
511 may be best studied according to the number of persons per family. The twelve families may be grouped into two classes: those having four members or less and those having more than four members. Seven of the families belonged to the former group, which consisted on the average of 3.4 persons or 2.74 equivalent adults and the remaining five belonged to the latter, which consisted on the average of 7.4 persons or 5.56 equivalent adults. It will be seen in Table 28 that of the average amount spent by each family during the month of November, 1926, for its living, food figured prominently, being $18.27, that is 38 per cent of the total. Next came the miscellaneous group, con-

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Table 28.—Average Amount and Per Cent of Expenditure in One Month for the Principal Groups of Cost of Living

Families having members of—	Number of families	Average persons in family		Average expenses per family for—					Total average expenses per family in one month
		Total	Equivalent adult males	Food	House rent	Clothing	Fuel, light and water	Miscellaneous	
4 and under	7	3.4	2.74	13.74	5.21	5.85	3.54	8.61	36.97
Over 4	5	7.4	5.56	24.60	7.15	7.43	5.91	17.62	62.72
All families ..	12	5.1	3.92	18.27	6.02	6.51	4.53	12.37	47.70
	PER CENT								
4 and under	58.3	.....	.....	37.2	14.1	15.8	9.6	23.3	100.0
Over 4	41.7	.....	.....	39.2	11.4	11.9	9.4	28.1	100.0
All families ...	100.0	.....	.....	38.3	12.6	13.7	9.5	25.9	100.0

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sisting of twelve items. which required $12.37, that is a little more than one quarter of the total expenditure. To clothing went $6.51 and to the house rent, $6.02, both combined representing more than one quarter of the total cost of living, while the fuel, light and water cost only $4.53, being less than 10 per cent of the total. It is noteworthy that of the miscellaneous group, the social expenses rose to as much as 5.7 per cent. This fact clearly shows that social intercourse has become an important function among the teachers. Sundries which include such items as paper, expenses for ancestral worship, payment of services, cost about $2.00, that is, 4.2 per cent of the total expenditure.

The expenses for primary necessities of life of the family of the elementary school teacher per month amounted on the average to $35.33, that is 74.1 per cent on its total expenditure.

It should be pointed out at this place that the figures for the various expenses mentioned in the above, in particular those for clothing, fuel and light, were all checked up by the yearly figures furnished by the teachers, since the data of the account books which were only confined to the month of November could hardly be considered as typical of the cost of living for the whole year.

When the expenditure of the two groups of families for the various items are considered separately, it will be observed that the amounts spent by the families of more than four members were greater than those spent by the families of smaller size. This is indeed quite natural, as an increase of family members would call for an increase of living expenses. But if the percentages for the various groups are studied, it will be found that the increase of the various amounts of expenditure was not at all uniform in all cases. In the families of greater size, it happened that the percentages for the expenses of food and miscellaneous items tended to increase whereas those for expenses on house rent, clothing and fuel, light and water all tended to decrease. That food expenses should rise with the growth of the size of the family is quite natural, as more members there are in a family, more food would be consumed by them. But the note-

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Table 29.—Average Amount and Per Cent of Expenditure in One Month for the Miscellaneous Items.

Families having members of—	Furniture and utensils	Transport	Medical expenses	Sanitary expenses	Toilet articles	Tea, tobacco, etc.	Amusements	Social expenses	Rates and contributions	Educational expenses	Sundries	Postage	Total
4 and under...	.56	.81	.66	.54	.16	.99	.62	1.88	.05	1.02	1.21	.13	8.61
Over 4	1.35	1.65	1.19	.79	.99	1.64	1.34	3.88	.04	1.53	3.08	.14	17.60
All families	.89	1.15	.88	.64	.51	1.26	.92	2.71	.05	1.23	1.99	.14	12.37
	PER CENT ON TOTAL EXPENDITURE.												
4 and under...	1.5	2.2	1.8	1.5	.4	2.7	1.7	5.1	.1	2.8	3.3	.4	23.3
Over 4	2.2	2.6	1.9	1.3	1.6	2.6	2.1	6.2	.1	2.4	4.9	.2	28.1
All families	1.9	2.4	1.8	1.4	1.1	2.6	1.9	5.7	.1	2.6	4.2	.3	25.9

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worthy fact is that the percentages for the latter group of expenses should have been reduced. It may be maintained that, assuming the income to be constant, an increase of the size of the family often results in cutting down certain of its expenditures, and hence, on the whole, its general living expenses do not increase proportionately with the growth of its size. Thus, among the teachers, the average amount of living expenses per equivalent adult per day in the small-sized family was $13.49, but the same in the great-sized family was reduced to $11.28.

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Regarding the question whether or not the pay of the elementary school teacher is sufficient to maintain the family, it is appropriate to study the balance sheet of their income and expenditure. Considering the teachers' salary alone, which is forty dollars per month, it is obvious that the family of four members or less would find it quite sufficient—that is, if it is paid in full—because it still left, after having met the various charges of expenditure, an average surplus amount of $3.03. But this question, it seems, should be further studied in connection with incomes other than that of the teacher, since most of the teachers' families had received incomes from two or three sources. And for our present purpose, we shall consider only two cases; in one case, the salary of the teacher is paid in full while in another, his salary is reduced 50 per cent, for this was what actually occurred to the elementary school teachers in the year 1926. The two cases are shown in the following table:

Families having members of—	Number of families	If salaries are fully paid					If only 50 per cent of the salaries are paid				
		Surplus		Deficit		Total Average Surplus (+) or Deficit (—)	Surplus		Deficit		Total Average Surplus (+) or Deficit (—)
		Families having	Average amount	Families having	Average amount		Families having	Average amount	Families having	Families amount	
4 and under	7	5	$22.28	2	$6.42	+$14.08	3	$8.79	4	$20.58	—$7.99
Over 4 ...	5	3	8.85	2	11.67	+ .64	—	—	5	21.94	—21 94
All ...	12	8	17.25	4	9.05	+ 8.48	3	8.79	9	21.33	—13.80

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It will be seen from the above table that if the salaries of the teachers were all fully paid, there would be eight families having an average surplus of $17.25 each and four families having an average deficit of $9.05 each. Naturally, a much greater amount of surplus was obtained in the families having four members or less than in those having more than four members. Likewise, a much greater amount of deficit was obtained in the latter than in the former. In case the salaries of the teachers were paid 50 per cent, it will be seen that none of the families having more than four members could maintain their living on the reduced amount. Even four out of the seven small-sized families found that amount insufficient, as an average deficit of $20.58 was obtained in each of them.

It is evident from the foregoing discussion that the irregularity of payment in the teaching profession in Peking must have had deleterious effects upon the life of its members. Even admitting that the standard of living of the elementary school teachers as is represented by our inquiry is a decent one, a reduction of their regular income to half would no doubt enhance the hardships of their life. Under such circumstances, the immediate outcome would be a demoralization of the teaching profession. But what is most admirable about our elementary school teachers is that, notwithstanding the irregularity, nay insecurity of their income, they have managed to remain faithfully at their work and only save uuder very special circumstances, conducted their classes as if nothing has happened to their household economy.

Food Consumption. It cannot be too often repeated that our budgetary study of the elementary school teachers was confined to only one winter month, and it is essential to bear this fact in mind particularly in a study of their food consumption, lest the data should be taken as representive of the whole year.

The food articles which have been consumed without exception by all the teachers' families under investigation were rice, wheat flour, Chinese cabbage, onions, sesamum oil, salt, soy paste, soy sauce, vinegar, pork and peanuts. Turnips, both fresh

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Table 29.—Average Quantity of and Expenditure for Specified Articles of Food Consumed by 12 Teachers' Families in One Month, by Classes and Articles of Food.

Classes and articles of food	All families (12)				Families purchasing		
	Average quantity		Average expenditure				
	Per family	Per equivalent adult male taking meals at home	Per family	Per equivalent adult male taking meals at home	Number	Average quantity per family	Average expenditure per family
	catties	*catties*	$	$		*catties*	$
ALL CLASSES	237.16	66.98	16.032	4.528	12	237.16	16.032
Cereals etc.	117.36	33.14	9.806	2.769	12	117.36	9.806
Rice	34.05	9.61	3.423	.967	12	34.05	3.423
Rice, broken	1.33	.38	.103	.029	2	8.00	.617
Millet	6.86	1.93	.467	.132	6	13.71	.933
Rice, yellow	.17	.05	.013	.004	1	2.00	.153
Kaoliang	.08	.02	.006	.002	1	1.00	.066
Rice, glutinous	.08	.02	.012	.003	1	1.01	.142
Beans, yellow	.08	.02	.006	.002	1	1.00	.066
Beans, green	.12	.03	.006	.002	1	1.40	.077
Beans, red	.19	.05	.013	.004	3	.78	.051
Corn flour	24.68	6.97	1.206	.340	9	32.91	1.607
Millet flour	6.00	1.69	.406	.115	7	10.29	.695
Wheat flour, machine milled	35.91	10.14	3.341	.944	12	35.91	3.341
Buckwheat flour	.83	.24	.055	.015	3	3.33	.216

Table 29.—Average Quantity of and Expenditure for Specified Articles of Food Consumed by 12 Teachers' Families in One Month, by Classes and Articles of Food.—(*Continued*)

Classes and articles of food	All families (12)				Families purchasing		
	Average quantity		Average expenditure				
	Per family	Per equivalent adult male taking meals at home	Per family	Per equivalent adult male taking meals at home	Number	Average quantity per family	Average expenditure per family
	catties	*catties*	$	$		*catties*	$
Yellow rice flour	.04	.01	.004	.001	1	.50	.055
Noodle, bean	.49	.14	.039	.011	4	1.48	.118
Noodle, dried	.16	.05	.028	.008	2	.96	.168
Bread, steamed	.13	.04	.012	.003	3	.53	.047
Cakes, wheaten	.25	.07	.015	.004	1	3.00	.186
Cakes, wheaten, with sesamum	5.66	1.60	.589	.166	11	6.17	.643
Bread	.23	.07	.062	.017	3	.93	.247
Vegetables etc.	88.13	24.89	1.774	.501	12	88.13	1.774
Chinese cabbage	51.53	14.55	.565	.160	12	51.53	.565
Sauerkraut	6.89	1.95	.076	.021	10	8.28	.091
Turnips, salted	2.80	.79	.138	.039	11	3.06	.151
Ke-te, salted	.75	.21	.049	.014	1	9.00	.592
Peppers, green, salted	.01	(1)	.001	(1)	1	.12	.016
Vegetables preserved in shrimp sauce	.02	(1)	.004	.001	1	.20	.044
Hsueh-li-hung (vegetable)	.98	.28	.032	.009	3	3.94	.130

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Table 29.—Average Quantity of and Expenditure for Specified Articles of Food Consumed by 12 Teachers' Families in One Month, by Classes and Articles of Food.—(*Continued*)

Classes and articles of food	All families (12)				Families purchasing		
	Average quantity		Average expenditure				
	Per family	Per equivalent adult male taking meals at home	Per family	Per equivalent adult male taking meals at home	Number	Average quantity per family	Average expenditure per family
	catties	*catties*	$	$		*catties*	$
Spinach	.63	.18	.051	.014	7	1.07	.088
Sweet potatoes	5.97	1.69	.098	.028	10	7.17	.118
Yam	.16	.04	.008	.002	2	.95	.047
Turnips	4.14	1.17	.091	.026	11	4.51	.099
Carrots	1.39	.39	.015	.004	3	5.58	.061
Green bean sprouts	3.51	.99	.067	.019	9	4.68	.090
Peas	.02	(1)	(1)	(1)	1	.20	.005
Kidney beans	.30	.08	.008	.002	1	3.60	.099
Broad beans, fresh	.15	.04	.007	.002	1	1.78	.088
Bean-curd	3.11	.88	.102	.029	10	3.73	.123
Bean-curd, green, fresh	.57	.16	.011	.003	3	2.28	.044
Bean-curd, preserved	.06	.02	.008	.002	2	.35	.049
Bean-curd, smoked	.16	.05	.022	.006	7	.28	.037
Bean-curd, smoked, thin	.05	.01	.003	.001	2	.27	.021
Vermicelli, dried	.25	.07	.055	.015	5	.58	.131
Vermicelli, fresh	.10	.03	.017	.005	4	.30	.052

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Table 29.—Average Quantity of and Expenditure for Specified Articles of Food Consumed by 12 Teachers' Families in One Month, by Classes and Articles of Food.—(*Continued*)

Classes and articles of food	All families (12)				Families purchasing		
	Average quantity		Average expenditure				
	Per family	Per equivalent adult male taking meals at home	Per family	Per equivalent adult male taking meals at home	Number	Average quantity per family	Average expenditure per family
	catties	*catties*	$	$		*catties*	$
Bean-curd, lamina	.01	(1)	.002	.001	1	.13	.022
Bean, lamina	.01	(1)	.002	.001	1	.13	.027
Bean-curd, cheese	.02	(1)	.005	.001	1	.21	.055
Bean-curd, green, dried	.31	.09	.020	.006	3	1.22	.080
Wheaten starch	.05	.01	.009	.002	4	.16	.026
Celery	.27	.08	.007	.002	3	1.07	.029
Coriander	.16	.04	.014	.004	8	.24	.021
Salted cabbage, dried	.02	.01	.003	.001	3	.08	.014
Ke-te roots, fresh	1.11	.31	.110	.031	1	13.33	1.320
Kaoliang shoots	.04	.01	.007	.002	1	.50	.082
Sea moss	(1)	(1)	.001	(2)	1	.01	.016
Yu-tsai (vegetable)	.38	.11	.008	.002	4	1.13	.025
Onions	1.70	.48	.061	.017	12	1.70	.061
Garlic	.13	.04	.016	.005	10	.16	.019
Allium adorum	.28	.08	.049	.014	8	.42	.073
Peppers, green	.02	.01	.004	.001	5	.06	.001

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Table 29.—Average Quantity of and Expenditure for Specified Articles of Food Consumed by 12 Teachers' Families in One Month, by Classes and Articles of Food.—(*Continued*)

Classes and articles of food	All families (12)				Families purchasing		
	Average quantity		Average expenditure		Number	Average quantity per family	Average expenditure per family
	Per family	Per equivalent adult male taking meals at home	Per family	Per equivalent adult male taking meals at home			
	cattics	*cattics*	$	$		*cattics*	$
Lily flowers, dried	.04	.01	.015	.004	7	.07	.025
Fungi	(1)	(1)	.002	.001	1	.02	.027
Mushrooms	.02	.01	.009	.003	3	.08	.036
Seaweeds, long	.01	(1)	.002	.001	1	.17	.022
Condiments	11.49	3.24	1.581	.444	12	11.49	1.581
Sesamum oil	1.82	.51	.517	.146	12	1.82	.517
Lard	.70	.20	.291	.082	11	.76	.318
Mutton fat	.13	.04	.027	.008	2	.75	.165
Salt	2.64	.75	.202	.057	12	2.64	.202
Soy paste	2.73	.77	.209	.059	12	2.73	.209
Sesamum paste	.06	.02	.010	.003	6	.12	.020
Soy sauce	1.34	.38	.117	.033	12	1.34	.117
Vinegar	.99	.28	.043	.012	12	.99	.043
Sugar, white	.47	.13	.093	.026	10	.56	.111
Sugar, brown	.08	.02	.013	.004	1	.91	.159

Table 29.—Average Quantity of and Expenditure for Specified Articles of Food Consumed by 12 Teachers' Families in One Month, by Classes and Articles of Food.—(*Continued*)

Classes and articles of food	All families (12)				Families purchasing		
	Average quantity		Average expenditure				
	Per family	Per equivalent adult male taking meals at home	Per family	Per equivalent adult male taking meals at home	Number	Average quantity per family	Average expenditure per family
	catties	*catties*	$	$		*catties*	$
Pepper, black, ground	(1)	(1)	.001	(2)	2	.01	.007
Pepper, red	.02	(1)	.008	.002	8	.02	.013
Aniseed star	(1)	(1)	.001	(2)	3	.01	.005
Ginger	.11	.03	.014	.004	9	.14	.019
Mustard	.01	(1)	.001	(2)	2	.05	.007
Bean starch	.16	.04	.021	.006	5	.38	.050
Anise	.22	.06	.006	.002	3	.07	.025
Black pepper	(1)	(1)	.002	(2)	2	.01	.010
Shrimp sauce	.01	(1)	.001	(2)	1	.08	.016
Cassia flower, sugar preserved	(1)	(1)	.001	(2)	1	.03	.011
Beans, salted	.01	(1)	.002	(2)	1	.11	.019
Rice wine	.01	(1)	.001	(2)	1	.12	.016
Meats etc.	7.58	2.14	1.909	.540	12	7.58	1.909
Mutton	3.91	1.10	.856	.242	11	4.26	.934
Mutton, boiled	.02	(1)	.009	.003	1	.18	.110

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Table 29.—Average Quantity of and Expenditure for Specified Articles of Food Consumed by 12 Teachers' Families in One Month, by Classes and Articles of Food.—(*Continued*)

Classes and articles of food	All families (12)				Families purchasing		
	Average quantity		Average expenditure		Number	Average quantity per family	Average expenditure per family
	Per family	Per equivalent adult male taking meals at home	Per family	Per equivalent adult male taking meals at home			
	catties	*catties*	$	$		*catties*	$
Pork	1.88	.53	.578	.163	12	1.88	.578
Pork, boiled	.34	.10	.224	.063	7	.59	.385
Beef	.59	.17	.116	.033	6	1.18	.232
Fish	.19	.05	.020	.006	4	.58	.060
Shrimps	.26	.07	.034	.010	10	.31	.041
Crabs	.08	.02	.008	.002	1	1.00	.099
Eggs	.09	.02	.039	.011	6	.18	.077
Eggs, duck's	.02	(1)	.004	.001	1	.19	.052
Milk	.06	.02	.014	.004	1	.68	.170
Intestines, sheep's	.15	.04	.007	.002	1	1.78	.088
Refreshments etc.	12.61	3.56	.959	.272	12	12.61	.959
Fruits	3.45	.97	.305	.086	12	3.45	.305
Persimmons	2.03	.57	.111	.031	11	2.21	.121
Pears	.65	.18	.074	.021	5	1.55	.178
Apples	.08	.02	.026	.007	4	.24	.078
Cherry-apples	.27	.08	.024	.007	4	.82	.072

Table 29.—Average Quantity of and Expenditure for Specified Articles of Food Consumed by 12 Teachers' Families in One Month, by Classes and Articles of Food.—(*Continued*)

Classes and articles of food	All families (12)				Families purchasing		
	Average quantity		Average expenditure				
	Per family	Per equivalent adult male taking meals at home	Per family	Per equivalent adult male taking meals at home	Number	Average quantity per family	Average quantity per family
	catties	*catties*	$	$		*catties*	$
Haw fruits	.04	.01	.005	.001	2	.25	.028
Dates	.10	.03	.010	.003	3	.40	.040
Black dates	.07	.02	.004	.001	2	.43	.026
Lotus seeds	.01	(1)	.004	.001	1	.07	.047
Grapes	.01	(1)	.002	.001	1	.13	.022
Bananas	.15	.04	.042	.012	2	.89	.256
Water chestnut	.04	.01	.003	.001	1	.50	.038
Others	9.17	2.59	.654	.186	11	10.00	.713
Doughnuts	.42	.12	.088	.025	9	.56	.118
Doughnuts, sugar-coated	.01	(1)	.001	(1)	1	.09	.016
Honey-cakes	.01	(1)	.002	.001	1	.11	.027
Glutinous rice cake	.01	(1)	.001	(1)	1	.06	.014
Green bean-curd, fried	(1)	(1)	.001	(1)	1	.04	.011
Tsa-pai-tsa (doughnut)	.13	.04	.023	.006	2	.78	.137
Meat dumpling, fried	.06	.02	.010	.003	1	.68	.121
Dumplings, wheaten, steamed	.03	.01	.003	.001	2	.17	.017
Beef suet	.03	.01	.006	.002	2	.16	.033

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Table 29.—Average Quantity of and Expenditure for Specified Articles of food Consumed by 12 Teachers' Families in One Month, by Classes and Articles of Food.—(*Continued*)

Classes and articles of food	All families (12)				Families purchasing		
	Average quantity		Average expenditure				
	Per family	Per equivalent adult male taking meals at home	Per family	Per equivalent adult male taking meals at home	Number	Average quantity per family	Average expenditure per family
	catties	*catties*	$	$		*catties*	$
Rice flour cake	.02	.01	.002	.001	1	.27	.027
Steamed bread	.04	.01	.004	.001	1	.48	.044
Sa-chi-ma (pastry)	.24	.07	.037	.010	1	2.86	.438
Bean soup	3.81	1.08	.007	.002	2	22.86	.044
Bean whey	.27	.08	.006	.002	2	1.63	.036
Almond soup	.45	.13	.012	.004	3	1.47	.049
Lily root flour	.04	.01	.008	.002	3	.14	.031
Candies	.20	.06	.040	.011	3	.79	.159
Jam	.03	.01	.009	.003	1	.34	.110
Dumplings, rice flour	.09	.03	.020	.006	2	.54	.118
Peanuts	1.45	.41	.127	.036	12	1.45	.127
Melon seeds	.01	[1]	.003	.001	2	.05	.017
Chestnuts	1.17	.33	.180	.051	9	1.56	.239
Fruit candy	.13	.04	.023	.007	4	.39	.069
Boiled sweet potatoes	.50	.14	.022	.006	1	5.94	.260
Dates, dried	.02	[1]	.005	.001	1	.20	.055
Walnuts	.03	.01	.014	.004	1	.31	.164

[1] Less than 0.005 catty, or 2.8 grams.

[2] Less than $0.0005, or about two-tenths of a copper.

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875 and salted, beancurd, garlics, lard, sugar, mutton, and persim-
262 mons seemed also quite popular. In terms of expenditure, the percentages for the various kinds of food articles were distributed as follows:—

Cereals	61.2	Vegetables	11.1	Condiments	9.9
Meats	11.9	Refreshment	6.0		

Wheat flour and rice formed the chief cereals for the teachers, while corn flour, though occupying the third place, was left far behind. In fact, the former two, including all varieties of food made with them, formed almost half of their food expenses. Of the vegetables, the Chinese cabbage figured most prominently, as it is, comparatively speaking, less expensive, being grown in abundance in the winter and consequently most popular among the Peking inhabitants of all classes. Sauerkraut is another popular food among the Peking inhabitants, while sweet potatoes are taken generally for breakfast or as refreshments. Sesamum oil, salt, soy paste, soy sauce, vinegar and occasionally lard are all ingredients, indispensable in cooking Chinese dishes. Mutton and pork formed the chief meat for the teachers, and the expenses for the meat group reached almost 12 per cent of the total food expenditure. The persimmon was no doubt a popular fruit among the teachers' families, while peanuts and chestnuts also found wide favour.

875 Compared with the foods consumed by the working families,[1]
494 those of the teachers' families presented several striking features.
262 In the first place, although the total number of the kinds of food articles consumed by the two classes of families were practically the same—136 for the workers in six months and 134 for the teachers in one month—some disparity could be noticed in such groups as cereals, vegetables and condiments. The teachers consumed twenty kinds of cereals, boiled and in the forms of noodles, bread and cakes, as against the workers who consumed thirty-one kinds of the same. More varieties of vegetables and condiments were consumed by the teachers than by the workers; 43 kinds of vegetables for the teachers as against 39 for the workers, and 22 kinds of condiments for the teachers as against

[1] [see Table 16, p. 96]

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Table 30.—Average Food Consumption Per Equivalent Adult Per Day in 12 Teachers' Families.

Class of Food	Average expenditure	Average quantity				Average fuel value (calories)
		Total (grams)	Protein (grams)	Fats (grams)	Carbohydrates (grams)	
Cereals:	$ .092	621.78	62.82	12.55	460.18	2,204.40
Wheat [1] ...	*.038*	*224.36*	*24.94*	*3.85*	*157.71*	*765.70*
Rice [2] ...	*.033*	*189.00*	*18.02*	*.40*	*130.57*	*678.52*
Corn [3] ...	*.011*	*130.75*	*11.77*	*5.62*	*94.80*	*477.25*
Millet [4] ..	*.008*	*68.11*	*6.58*	*2.24*	*51.15*	*250.91*
Others ...	*.001*	*9.50*	*1.52*	*.43*	*5.96*	*32.01*
Vegetables ...	.017	466.92	9.19	1.27	17.60	119.93
Condiments ...	.015	60.86	3.01	15.06	3.64	167.82
Meats	.018	49.14	6.36	13.26	.04	149.18
Refreshments:	.009	66.83	2.95	4.50	11.99	101.10
Fruits ...	*.003*	*18.26*	*.13*	*.05*	*2.44*	*10.80*
Others ...	*.006*	*48.57*	*2.81*	*4.45*	*9.55*	*90.30*
All Classes ...	151	1,256.54	84.34	47.24	493.46	2,742.43
		PER CENT.				
Cereals:	61.2	49.5	74.5	26.6	93.3	80.4
Wheat [1] ...	*25.2*	*17.9*	*29.6*	*8.2*	*32.0*	*27.9*
Rice [2]	*22.2*	*15.0*	*21.4*	*.8*	*30.5*	*24.7*
Corn [3]	*7.5*	*10.4*	*14.0*	*11.9*	*19.2*	*17.4*
Millet [4] ...	*5.5*	*5.4*	*7.8*	*4.7*	*10.4*	*9.1*
Others ...	*.8*	*.8*	*1.8*	*.9*	*1.2*	*1.2*
Vegetables ...	11.1	37.2	10.9	2.7	3.6	4.4
Condiments ...	9.9	4.8	3.6	33.1	.7	6.1
Meats	11.9	3.2	7.5	28.1	(5)	5.4
Refreshments:	6.0	5.3	3.5	9.5	2.4	3.7
Fruits ...	*1.9*	*1.5*	*.2*	*.1*	*.5*	*.4*
Others ...	*4.1*	*3.9*	*3.3*	*9.4*	*1.9*	*3.3*
All Classes ...	100.0	100.0	100.0	100.0	100.0	100.0

[1] Including all varieties of wheat flour and their products.
[2] Including all varieties of rice.
[3] Including corn flour.
[4] Including millet flour and millet
[5] Less than 0.05 per cent.

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17 kinds for the workers. Comparatively speaking, it seems that the teachers enjoyed a greater variety of "subsidiary food" taken as side dishes. Secondly, in contrast with the workers who took millet flour and corn flour as their principal cereals, the teachers mainly subsisted on wheat flour and rice, both of which are not only much more refined and easily digestible but yield more proteids to the consumer. Thirdly, the teachers' diet contained an appreciably greater quantity of meat and fish. Reduced to the average quantity of consumption per equivalent adult per day, the teacher consumed 40.14 grams of articles of the meat group as against 7.23 grams consumed by the worker.

What may be considered as the most striking feature of the teachers' diet as contrasted with that of the worker is undoubtedly that it has improved in quality as well as in quantity. As shown in Table 30 the average amount of food consumption of the teacher per equivalent adult per day was 1,256 grams as against the worker's 998 grams. The distribution of the food expenses of both the teacher and the worker among the various classes of food may be shown in percentages like the following:

	Cereals	Vegetables	Condiments	Meats	Refreshments	Total
	Per cent	*Per cent*	*Per cent*	*Per cent*	*Per cent*	*Per cent*
The teacher ...	61.2	11.1	8.9	11.9	6.0	100
The worker ...	80.0	9.1	6.7	3.2	1.0	100

That the teachers' diet is much improved is abundantly shown in the nutrients and calories it may yield. The 1,256 grams of food might be transformed into 84.34 grams of protein, 47.24 grams of fats and 493.46 grams of carbohoydrates. Their fuel value amounted to 2,742 calories. Compared with the workers' diet, these showed some increase in proteins and fats, and a slight decrease in carbohydrates; while in calories there was a gain of 147.

One fact worthy of attention is that the consumption of pungent and odoriferous articles showed no abatement among the

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875 262 teachers' families. It has been maintained by us that these articles are generally taken in order to stimulate appetite and serve as substitutes for delicacies. It is possible that the diet of the teacher was not sufficiently savory so that foods with a strong smell and an acrid taste were required to add to its palatability. It is, however, also possible that the consumption of such pungent and odoriferous food-stuffs was due to the fact that they have become accustomed to take them regularly, as many of the northern Chinese are. In the latter case, the consumption is then determined by their food habits, rather than by necessity in food economy.

875 362 Housing. Only the housing conditions of ten teachers' families will be discussed, as two of them failed to furnish us complete data on housing. Of the ten families, five had three rooms each. There were on the average 5.2 persons or 4 equivalent adults in each family. Calculated according to the average number of persons per room, it will be seen in Table 31 that in each room there lived 1.3 persons or one equivalent

Table 31.—Average Number of Equivalent Adults Per Room and Average Amount Paid for Rent in One Month

No. of rooms	No. of families	Average no. of persons per family		Average no. of persons per room		Average amount of rent in one month		
		Persons	Equi. adults	Persons	Equi. adults	Per family	Per persons	Per equi. adult
1..	1	2.0	1.8	2.0	1.8	$2.00	$1.00	$1.11
2...	1	3.0	2.8	1.5	1.4	4.00	1.33	1.43
3...	5	4.8	3.6	1.6	1.2	5.20	1.08	1.44
5..	2	5.5	4.6	1.1	.9	7.50	1.36	1.63
11...	1	12.0	8.1	1.1	.7	13.00	1.08	1.60
Total...	10	5.2	4.0	1.3	1.0	6.00	1.15	1.50

adult. The average amount of rent per family was $6.00 a month.

It is evident that the housing of the teacher's families compared favourably with that of the Peking workers. As they had on the average one equivalent adult per room, they were certainly

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not living in an overcrowded condition. It should, however, be added that our study of housing was merely to take the rooms without giving any consideration to their respective uses. Every room was counted as one, whether it be the bed-room, the kitchen, or the lavatory. It is possible that this way of counting the rooms, originally used for measuring the housing conditions of the workers and determining their state of overcrowding, is inadequate in a study of the housing of teachers' families. For instance, it may be urged that what is considered a fair standard of housing for the worker is too low for the teacher.

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Our inquiry of the living conditions of the elementary school teachers' families revealed no doubt a decided advance from those of the working families. The food cost of the former per equivalent adult per month was $4.70 as against the latter's 3.60. The general living expenses of the former per equivalent adult per month was $12.00 as against the latter's $5.00. All this demonstrates clearly the superior position of the teacher in the general scale of living. But it should be remembered that our calculation was based on the assumption that he is paid regularly and in full each month. In point of fact, however, the precarious conditions of life, as he has found himself in these recent years when educational expenditure was constantly withheld by the government, must have reduced his living to a state hardly any better than that of the Peking worker. If some of the workers could live on "the minimum of subsistence level" which "allows little or nothing for the needs of men as social creatures," the elementary school teacher can hardly be considered to have advanced much towards "the minimum of health and comfort level" which provides "not only for the material needs of food, shelter and body covering but also for certain comforts such as clothing sufficient for bodily comfort and to maintain the wearer's instinct of self-respect and decency, some insurance against the more important misfortunes—death, disability and fire — good education for the children, some

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amusement and some expenditures for self development."[1]

The elementary school teacher has an extremely important function to perform in this country. China is now gradually emerging from mediaevalism; the stupendous changes in every phase of life that took western nations centuries she is to recapitulate in decades. In this ever quickening process of evolution, the services of the elementary school teacher, in particular, will be found invaluable. For it lies mainly in his hand that the growing minds of the younger generation are properly cared for. And it is he, amongst others, that will be instrumental in developing generations of men and women into efficient members of our Republic as well as of the modern world. When the function of the teacher is conceived in this light, it is clear that, even though he is paid regularl and in full every month, his standard of living, as is represented in our inquiry, is still far from adequate.

[1] These levels are suggested by the United States Bureau of Labour Statistics. See "Tentative Cost and Quantity Budget." *Monthly Labour Review*, Dec., 1919.

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APPENDIX IV.

Expenditures of 12 Families of Elementary School Teachers in One Month.

Family	Food	House Rent	Clothing	Fuel and Light	Water	Furniture and Utensils	Transport	Medical Expenses	Sanitary Expenses	Toilet Articles	Tea, Tobacco, etc.	Amusements	Social Expenses	Rates and Contributions	Educational Expenses	Postage	Sundries	Total
	$	$	$	$	$	$	$	$	$	$	$	$	$	$	$	$	$	$
1	11.167	2.000	3.042	5.415	.348	—	.997	—	.534	—	2.603	.900	1.338	.055	.337	.167	.323	29.226
2	13.019	4.000	3.750	1.915	.077	—	.038	—	.129	—	.236	.200	.274	—	2.043	—	.279	25.960
3	11.207	4.500	5.250	1.236	.142	.132	1.740	—	.653	—	2.649	2.196	2.533	.100	.268	.119	3.515	36.244
4	12.697	5 000	3.333	3.340	.671	.156	.181	.099	.504	.121	.148	.211	1.100	.027	.225	.175	1.263	29.251
5	11.714	5.000	7.083	2.710	.170	.066	.104	.184	.236	.290	.164	.356	—	—	.307	.233	1.505	30.122
6	19.887	8.000	6.850	3.345	.548	—	.488	4.237	.929	.530	.285	—	4.200	.199	.044	—	1.351	50.893
7	16.523	8.000	11.667	4.658	.219	3.572	1.949	.121	.797	.188	.827	.500	3.730	—	3.998	.230	.203	57.682
8	21.331	4.250	6.600	3.463	.329	.580	3.085	.865	.505	.504	.782	2.856	6.099	.027	.884	—	2.551	54.711
9	17.793	5.000	6.833	4.153	.230	3.153	—	2.723	.832	—	.466	—	1.500	.100	3.665	.307	3.187	49.992
10	33.847	6.500	8.000	6.167	.630	.199	3.786	.318	1.337	.557	3.737	3.738	5.496	—	1.143	.227	3.592	79.274
11	22.702	13.000	8.500	3.725	.899	—	.921	.523	.159	3.203	—	—	2.316	.041	—	—	5.232	61.221
12	27 349	7.000	7.250	9.663	.274	2.809	.471	1.500	1.072	.709	3.227	.110	3.964	.027	1.970	.180	.838	68.413

APPENDIX V.

Total Quantity and Fuel Value of Food Consumed by 12 Families[1] of Elementary School Teachers in One Month, by Classes and Articles of Food.

Classes and articles of food	Number of families purchasing	Quantity				Fuel value (*calories*)
		Total (*grams*)	Protein (*grams*)	Fats (*grams*)	Carbohydrates (*grams*)	
ALL CLASSES	12	1,601,712	107,508	60,222	629,010	3,495,776
Cereals etc. (米麵類)	12	792,586	80,083	15,999	586,596	2,809,949
Rice (白米)	12	299,938	22,074	460	183,031	824,558
Rice, broken (碎白米)	2	9,005	711	36	7,375	33,409
Millet (小米)	6	46,296	4,472	1,523	34,768	170,554
Rice, yellow (黃米)	1	1,126	109	11	866	3,995
Kaoliang (高粱)	1	563	76	21	397	2,076
Rice, glutinous (粳米)	1	568	44	1	442	1,955
Beans, yellow (黃豆)	1	563	221	98	143	2,337
Beans, green (綠豆)	1	788	176	9	511	2,823
Beans, red (紅豇豆)	3	1,311	296	281	766	4,503
Corn flour (玉米麵)	9	166,673	15,001	7,167	120,838	608,356
Millet flour (小米麵)	7	40,522	3,911	1,337	30,432	149,283
Wheat flour, machine milled (機器白麵)	12	242,539	27,649	2,425	181,419	858,588
Buckwheat flour (蕎麥麵)	3	5,628	490	90	4,289	19,923
Yellow rice flour (黃米麵)	1	281	27	3	216	997
Noodle, bean (綠麵)	4	3,332	673	53	1,493	9,146
Noodle, dried (掛麵)	2	1,081	121	14	748	3,607

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APPENDIX V.—(*Continued*)

Total Quantity and Fuel Value of Food Consumed by 12 Families[1] of Elementary School Teachers in One Month, by Classes and Articles of Food.

Classes and articles of food	Number of families purchasing	Quantity				Fuel value (*calories*)
		Total (*grams*)	Protein (*grams*)	Fats (*grams*)	Carbohydrates (*grams*)	
Bread, steamed (饅頭)	3	895	71	6	465	2,202
Cakes, wheaten (烙餅)	1	1,688	128	28	841	4,129
Cakes, wheaten, with sesamum (燒餅)	11	38,225	3,746	2,408	16,819	103,972
Bread (麵包)	3	1,565	84	28	737	3,536
Vegetables etc. (菜蔬類)	12	595,189	11,714	1,625	22,438	152,878
Chinese cabbage (白菜)	12	348,024	4,211	209	6,612	46,287
Sauerkraut (酸菜)	10	46,572	792	233	1,770	13,040
Turnips, salted (醃蘿蔔)	11	18,916	794	8	—	3,254
Ke-te, salted (醃水咯達)	1	5,065	111	4	—	478
Peppers, green, salted[2] (醃漳椒) ...	1	68	—	—	—	—
Vegetables preserved in shrimp sauce (鹽蝦菜)	1	113	4	(3)	4	35
Hsueh-li-hung (vegetable)(雪裏紅)	3	6,658	153	7	240	1,664
Spinach (菠菜)	7	4,221	68	8	68	604
Sweet potatoes (生白薯)	10	40,336	541	40	6,534	28,518
Yam (山藥)	2	1,064	23	1	209	935
Turnips (蘿蔔)	11	27,932	475	6	810	5,223
Carrots (胡蘿蔔)	3	9,427	117	13	914	4,242

APPENDIX V.—*(Continued)*

Total Quantity and Fuel Value of Food Consumed by 12 Families[1] of Elementary School Teachers in One Month, by Classes and Articles of Food.

Classes and articles of food	Number of families purchasing	Quantity				Fuel value (*calories*)
		Total (*grams*)	Protein (*grams*)	Fats (*grams*)	Carbohydrates (*grams*)	
Green bean sprouts (綠豆芽)	9	23,716	789	24	925	6,878
Peas (豌豆)	1	113	28	1	65	379
Kidney beans (腰豆)	1	2,026	43	6	103	648
Broad beans, fresh (生蠶豆)	1	1,002	118	7	196	1,322
Bean-curd (豆腐)	10	21,009	1,765	630	294	13,887
Bean-curd, green, fresh (麻豆腐)...	3	3,855	347	17	127	2,043
Bean-curd, preserved (臭豆腐) ...	2	388	33	12	5	256
Bean-curd, smoked (豆腐乾)	7	1,103	231	105	75	2,163
Bean-curd, smoked, thin (豆腐絲)...	2	304	64	29	21	596
Vermicelli, dried (乾粉絲)	5	1,683	10	1	1,368	5,527
Vermicelli, fresh (水粉)	4	670	—	—	68	275
Bean-curd, lamina (千張)	1	73	15	5	3	121
Bean, lamina (粉皮)	1	73	(3)	(3)	64	259
Bean-curd, cheese (醬豆腐)	1	118	17	7	6	152
Bean-curd, green, dried (餑餑) ...	3	2,060	428	195	139	4,020
Wheaten starch (麵筋)	4	355	79	1	5	344
Celery (芹菜)	3	1,801	23	2	14	107
Coriander[2] (香菜)	4	1,075	—	—	—	—
Salted cabbage, dried (冬菜)... ...	3	129	2	(3)	2	17
Kete roots, fresh (芹菜頭)	1	7,502	90	—	195	1,125
Kaoliang shoots (高粱筍)	1	281	12	(3)	65	307
Sea moss (紫菜)	1	6	2	(3)	3	17

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APPENDIX V.—(*Continued*)

Total Quantity and Fuel Value of Food Consumed by 12 Families[1] of Elementary School Teachers in One Month, by Classes and Articles of Food.

Classes and articles of food	Number of families purchasing	Quantity				Fuel value (*calories*)
		Total (*grams*)	Protein (*grams*)	Fats (*grams*)	Carbohydrates (*grams*)	
Yu-tsai (vegetable) (油菜)	4	2,533	33	3	53	380
Onions (葱)	12	11,470	184	34	1,136	5,620
Garlics (蒜)	10	889	12	2	84	392
Allium adorum (韭菜)	8	1,880	39	8	62	474
Peppers, green[2] (辣椒)	5	158	—	—	—	—
Lily flowers, dried (黃花)	7	281	36	5	166	853
Fungi (木耳)	1	11	1	(3)	7	34
Mushrooms (蘑菇)	3	135	51	2	—	223
Seaweeds, long (海帶)	1	96	4	(3)	26	119
Condiments (調和類)	12	77,582	3,841		4,636	213,916
Sesamum oil (香油)	12	12,258	—	12,258	—	110,322
Lard (猪油)	11	4,722	—	4,722	—	42,498
Mutton fat (羊油)	2	844	—	844	—	7,596
Salt[2] (鹽)	12	17,846	—	—	—	—
Soy paste (黃醬)	12	18,432	3,484	1,862	276	31,777
Sesamum paste (芝麻醬)...	6	388	78	206	57	2,392
Soy sauce (醬油)	12	9,022	217	—	—	866
Vinegar[2] (醋)	12	6,690	—	—	—	—
Sugar, white (白糖)	10	3,174	—	—	2,628	10,760

APPENDIX V.—(*Continued*)

Total Quantity and Fuel Value of Food Consumed by 12 Families[1] of Elementary School Teachers in One Month, by Classes and Articles of Food.

Classes and articles of food	Number of families purchasing	Quantity				Fuel value (*calories*)
		Total (*grams*)	Protein (*grams*)	Fats (*grams*)	Carbohydrates (*grams*)	
Sugar, brown (黑糖)	1	512	—	—	486	1,992
Pepper, black, ground[2] (胡椒粉) ...	2	11	—	—	—	—
Pepper, red[2] (花椒)	8	107	—	—	—	—
Aniseed star[2] (大料)...	3	11	—	—	—	—
Ginger (姜)	9	726	47	62	552	3,035
Mustard[2] (芥末)...	2	56	—	—	—	—
Bean starch (團粉)	5	1,069	—	—	605	2,421
Anise[2] (茴香)	3	1,520	—	—	—	—
Black pepper[2] (胡椒)	2	11	—	—	—	—
Shrimp sauce (蝦醬)...	1	45	3	(3)	2	23
Cassia flower, sugar preserved (桂花)	1	17	(3)	(3)	4	19
Beans, salted (豆豉)	1	62	12	4	15	143
Rice wine (料酒)	1	68	—	—	11	72
Meats etc. (肉類)	12	51,164	8,113	16,899	52	190,155
Mutton (羊肉)	11	26,373	4,114	8,149	—	92,833
Mutton, boiled (熟羊肉)	1	101	26	23	—	309
Pork (猪肉)	12	12,725	1,196	7,851	—	77,750
Pork, boiled (熟猪肉)	7	2,307	466	480	—	6,184
Beef (牛肉)	6	3,973	763	226	—	5,093

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APPENDIX V.—(*Continued*)

Total Quantity and Fuel Value of Food Consumed by 12 Families[1] of Elementary School Teachers in One Month, by Classes and Articles of Food.

Classes and articles of food	Number of families purchasing	Quantity				Fuel value (*calories*)
		Total (*grams*)	Protein (*grams*)	Fats (*grams*)	Carbohydrates (*grams*)	
Fish (魚)	4	1,306	244	17	14	1,162
Shrimps (蝦米)	10	1,733	802	33	15	3,579
Crabs (螃蟹)	1	563	247	1	—	996
Eggs (雞蛋)	6	591	79	62	—	940
Eggs, duck's (鴨蛋)	1	107	14	12	2	169
Milk (牛奶)	1	383	13	15	19	264
Intestines, sheep's (羊腸)	1	1,002	150	30	1	876
Refreshments etc. (間食)	12	85,191	3,757	5,741	15,288	128,878
Fruits (水菓)	12	23,277	169	64	3,110	13,769
Persimmons (柿子)	11	13,704	82	14	1,233	5,382
Pears (菓)	5	4,356	22	17	553	2,483
Apples (蘋果)	4	535	2	2	59	262
Cherry-apples (海棠)	4	1,846	2	2	244	997
Haw fruits (山裏紅)	2	281	1	1	—	10
Dates (棗)	3	670	13	19	525	2,385
Black dates (黑棗)	2	484	30	4	282	1,280
Lotus seeds (蓮子)	1	39	6	1	28	145
Grapes (葡萄)	1	73	(3)	—	7	26

APPENDIX V.—(*Continued*)

Total Quantity and Fuel Value of Food Consumed by 12 Families[1] of Elementary School Teachers in One Month, by Classes and Articles of Food.

Classes and articles of food	Number of families purchasing	Quantity				Fuel value (*calories*)
		Total (*grams*)	Protein (*grams*)	Fats (*grams*)	Carboyhdrates (*grams*)	
Bananas (香蕉)	2	1,007	8	4	138	625
Water chestnut (荸薺)	1	281	3	—	41	174
Others (其他)	11	61,914	3,588	5,677	12,178	115,109
Doughnuts (油條)	9	2,865	132	1,444	857	16,949
Doughnuts, sugar-coated (糖麻花)	1	51	3	10	33	239
Honey-cakes (蜜供)	1	62	5	(3)	35	165
Glutinous rice cake (年糕)	1	34	1	7	23	158
Green bean-curd, fried (炸綠腐) ...	1	23	3	3	8	72
Tsa-pai-tsa (doughnut) (炸排叉) ...	2	878	83	226	468	4,232
Meat dumpling, fried (炸三角) ...	1	388	19	39	178	1,138
Dumplings, wheaten, steamed (包子)	2	186	15	30	71	614
Beef suet (油茶)	2	180	12	73	81	1,030
Rice flour cake (蜂糕)	1	152	9	1	96	429
Steamed bread (蒸餅)	1	270	21	2	140	664
Sa-chi-ma (pastry) (薩其馬)	1	1,610	113	280	934	6,712
Bean soup (豆汁)	2	25,726	566	103	412	4,811
Bean whey (豆漿)	2	1,829	68	22	37	611
Almond soup (杏仁茶)	3	3,039	43	43	264	1,611
Lily root flour (藕粉)	3	236	2	1	207	845
Candles (蜡燭)	3	1,339	—	—	1,339	5,492

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APPENDIX V.—(*Continued*)

Total Quantity and Fuel Value of Food Consumed by 121 families[1] of Elementary School Teachers in One Month, by Classes and Articles of Food.

Classes and articles of food	Number of families purchasing	Quantity				Fuel value (calories)
		Total (grams)	Protein (grams)	Fats (grams)	Carbohydrates (grams)	
Jam (果子)	1	191	1	—	52	618
Dumplings, rice flour (元宵) ...	2	608	32	1	440	1,895
Peanuts (花生)	12	9,776	1,906	2,845	1,809	40,473
Melon seeds (瓜子)	2	51	6	8	1	104
Chestnuts (栗子)	9	7,902	411	356	2,797	16,436
Fruit candy (糖葫蘆)	4	889	4	1	384	1,556
Boiled sweet potatoes (熟白薯) ...	1	3,343	100	70	1,407	6,653
Dates, dried (蜜棗)	1	113	1	[2]	82	335
Walnuts (核桃)	1	174	32	112	23	1,267

The figures for protein, etc. in this table were calculated according to the data on food value kindly supplied by Prof. Hsien Wu of Peking Union Medical College.

[1] That is, by 42.49 adult equivalents in 30 days.

[2] Negligible, according to Prof. Hsien Wu.

[3] Less than 0.5 gram.

EDUCATION

Under the new administration the total budget for the year is $1,152. Formerly the funds for the school were contributed by the thirty four villages of the district, but later a 1% rax was charged on grain sales for the purpose of supporting the police and the schools, the total amount from this source amounting to about $600 a year. Since the advent of the Financial Committee the taxes have been pooled for the support of all local needs, excepting the road tax amounting to about $400 which was specially earmarked for schoor funds, but this single source is still too low to cover the current budget. Plans are being made to increase the road tax and to decrease the expenses of collection, and the necessay balance will be provided by the larger stores in Ching Ho for the time being.

The expenditure of the budget is very simple. The principal who is a native of an adjacent village and a political leader does not receive any monetary payment except his boarding expenses of $7. The whole budget is as follows :—

TABLE LVI. SCHOOL BUDGET, 1929

EXPENDITURE	MONTH	YEAR
Salary for teachers	60	720
Wages for servant	7	84
Boarding of principal	7	84
Subsidy for cook	2	24
Equipment and repairs	10	100
Miscellaneous expenses	10	100
Total	96	1,152

Salaries for teachers are graded ; the two who teach in the lowest grades receive $15 a month while the teacher in the higher grades receive $30 a month. The last two items on the budget are only calculated

875 for ten months, as they believe these expenses can be cut during vacations.

3. The Training School.

Although the training school may not be of a very high standard, yet it is a step forward in the history of education in Ching Ho. The Party authorities decided to hold this school for three months to try to remedy the lack of trained teachers for the villages. The school was formally opened in December 1928 with a total enrollment of twenty-one students, under the guidance of the six Party leaders, and one teacher specially engaged for the work.

The curriculum, as drawn up, included all the important courses usually taught in training schools, and on Sundays there were usually discussion groups and lectures to widen the interests of the students. we reproduce a complete copy of the curriculum:—

TABLE LVII. CURRICULUM OF THE TRAINING SCHOOL

WEEK DAYS	PERIODS				
	1st	2nd	3rd	4th	5th
Monday	Teaching methods	Child psy.	Party ed.	Principles of ed.	School management
Tuesday	Arithmetic	Ethics	Music	Chinese	3 People's principles
Wednesday	Child psy.	Prin. of ed.	Management	Teaching methods	Hand Work
Thursday	Party ed.	Chinese	Ethics	Arithmetic	Drawing
Friday	Arithmetic	3 People's principle	Prin. of ed.	Party ed.	Exercises
Saturday	Teaching methods	children psy.	3 People's principle	Composition	Composition
Sunday	Discussions	Discussions	Lectures	Lectures	Lectures

The materials used in teaching were generally adopted from books published by the Commercial

Press and other standard book companies, but the weak point was the teaching staff. Of seven teachers scheduled for one or more courses only three had received any kind of Normal school training themselves. The others had only recieved an ordinary elementary school training, so one could hardly expect a very high teaching standard. 875

Among the 21 students who registered were three women. The ages varied from 16 to 36 years, as shown in the following table :—

TABLE LVIII. AGE DISTRIBUTION OF NORMAL SCHOOL STUDENTS

AGE	TOTAL	MALE	FEMALS
16	1	0	1
17	1	1	0
18	1	1	0
19	1	1	0
20	3	3	0
21	4	3	1
22	2	2	0
23	1	1	0
24	1	1	0
25	0	0	0
26	1	1	0
27	1	1	0
28	2	2	0
30	1	0	1
36	1	1	0
Total	21	18	3

With the exception of one woman all the students were natives of Wan Ping Hsien living either in the

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875 town or in the nearby neighbourhoods. The majority of them had some years in a higher primary school, but there were some who had only been to a lower primary school and three who had not attended any modern school.

TABLE LIX. QUALIFICATIONS OF NORMAL SCHOOL STUDENTS

QUALIFICATIONS	NO. OF PERSONS
Higher Primary	13
Lower primary	5
Private education	3
Total	21

The training course was completed in March 1929, and most of the graduates have been appointed to village schools in the district. There has not yet been time enough to see the results of their work, and to criticise the training course as a whole, but we should consider that a three month's training course after private school or lower primary school education is certainly not enough to fit any person for teaching work. There have been several incidents between teachers and students, and the real spirit of the school has been undermined by unfriendly action, and political interference.

4. Social Education.

212 873 Very little attention has been given to the